

# Student Tutoring Achievement for Reading

## Sight Word Lesson #3

*Before beginning with a new word, take one or two minutes to review previously learned sight words by having the student read the sight words in the column on the sight word list you are currently working on. Highlight any words that the student reads correctly, then give the student one or two words to write and read on the white board. If he/she does not remember a word, indicate it in your lesson plan under the word work section and re-teach.*

1. Say: "Today we are going to learn the word \_\_\_\_\_. It is a word we don't sound out. We need to know it when we see it and say it quickly. It is written like this." The tutor writes the word on an index card, saying the name of each letter as it is written. Leave the index card out during this part of the lesson, and then file it with the student's materials for later use.
2. Say: "Now you are going to write the word \_\_\_\_\_ (new word) on the white board." The student should take the white board and marker and write the new word. If the student struggles, help as needed, but count to five before you do so, to give the student time to do problem solving on his or her own.

Each time the student makes the word, have him/her read it to you.

3. Say: "Now I want you to close your eyes and picture what the word looks like in your brain. What letters does it have? Can you see the way it looks in a book? Open your eyes and look at the word. Check the letters. Do they match the letters you saw in your brain?" The student opens his/her eyes and looks at the word, pointing to and saying each letter and then the word. "Did it look the same in your brain as it does on the white board?" The student responds. "Good readers picture words in their brain to help them read and write them."
4. Say: "This time when you close your eyes and picture the word, I am going to erase the word and turn the index card over. Okay,